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ABSTRACT

These standards are designed to provide a guide for library development in Iranian one and two year colleges. The institutions which they serve offer a diversity of post-high school instructional programs, some preparing students for elementary school teaching, or for a trade, some of them terminal as would be found in community and technical colleges, others preparing for transfer to four year colleges or universities. Agricultural and liberal arts colleges and institutions are included here, also. These standards have been adapted from foreign library standards to fit the Iranian situation. They have been established to guide Iranian academic librarians seeking to know the factors normally associated with good quality library service. The standards are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian libraries can meet many of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also. It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. (LI 004244 through 004247 and LI 004249 through 004267 are related.) (Author)

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MINISTRY OF SCIENCE AND HIGHER EDUCATION
INSTITUTE FOR RESEARCH AND PLANNING IN SCIENCE AND EDUCATION
TEHRAN BOOK PROCESSING CENTRE

# IRANIAN JUNIOR COLLEGE LIBRARY STANDARDS

ED 073800

## 1. Introduction

These standards are designed to provide a guide for library development in Iranian one and two year colleges. The institutions which they serve offer a diversity of post-high school instructional programs, some preparing students for elementary school teaching, or for a trade, some of them terminal as would be found in community and technical colleges, others preparing for transfer to four year colleges or universities. Agricultural and liberal arts colleges and institutes are included here, also.

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It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. Each institution should develop along lines best suited to its own unique situation and clientele, some emphasizing one area, others emphasizing another. Each set of standards should be interpreted in the light of the aims and needs of the institution served. No two institutions are exactly alike. However, there are many common concerns, areas of administration and service in all of them with which the standards deal.

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Merely achieving these standards will not, however, necessarily guarantee good service. Certain factors are normally associated with good service but are not themselves service factors. For instance, allocating 5% of the institutional expenditures to the library does not guarantee that the money will be spent wisely. Each standard must be carried out in its original spirit before library service will be superior.

Standards are the criteria by which library services may be measured. A standard refers to a definite degree of any quality and is the measure of what is adequate or sufficient for some purpose. It is a goal to be achieved, but does not constitute an ideal, which instead, might require reaching a score of at least three or even twenty times that of the standard. A standard should provide a stimulus for future development and an instrument to assist decision and action by librarians and administrators.

Iranian junior college libraries have entered a period of rapid growth and change which will extend for several years. New institutions are being established and the expansion of existing institutions is forcing upon them change in character and organization. In reflecting changing conditions, these standards are intended to give practical assistance in dealing with everyday problems and persuading college administrators that certain minimum library standards must be met. They are intended to measure to set measures of performance recognized as modes for imitation. They apply to all Iranian Junior and community college libraries.

These standards were prepared for use by the Ministry of Science and Higher Education and the Institute for Research and Planning in Science and Education. Also, they may be useful in teaching library administration and academic library courses in Iranian library schools. They have been developed with the cooperation of librarians and educators who have made helpful suggestions. The standards should be revised every five years.

Assistance in interpreting and in using them will be provided by the Tehran Book Processing Centre Planning Department.

2. Functions

The primary characteristic of a good library is its complete institutional identification, and a measure of its excellence is the extent to which its resources and services support institution objectives. Since it must support a particular educational program, every library must be evaluated in its own setting as well as by comparison with standards. Therefore, a prerequisite for library evaluation is an understanding of the institution's mission. With that information, the resources needed to accomplish the task can be identified and library evaluation begun.

The Iranian junior college library has manifold responsibilities. First, it must provide the resources needed to meet the institution's curricular demands. It must have a large and up-to-date collection of materials of all kinds to inspire teaching. Also, it should bring strong intellectual stimulation to both faculty and students and should help faculty members keep abreast of their fields. It should introduce students to their Iranian and world heritage, provide them with a background of information about other cultures and install in them the enthusiasm for books from which hopefully will spring the life-time habit of good reading.

Fulfilling this complex mission will require services of several kinds. The library is the centre of institutional curricular materials and a focal point for campus cultural life. It is an important teaching agency, providing bibliographic advice to the faculty and giving formal and informal instruction in the use of books and libraries to the students. It furnishes reading guidance and reference service and stimulates interest in reading through displays, booklists, discussion programs, etc. It assists in the counseling program by providing occupational and vocational materials. It functions as a centre of community affairs in connection with adult education programs, also.

Each library should have its objectives clearly defined and written out. The standards to be followed in attaining these objectives should be clearly understood.

3. Structure and Government

The librarian should be appointed by the junior college president and should be directly responsible to him for library management. He should be consulted by the president on the library's budgetary needs prior to final budget decisions. Any administrative or budget ruling affecting library welfare should be made only after discussion with the librarian. Academic matters demand close cooperation with the dean, also. The librarian should be a member of the curriculum or academic policy committee to facilitate coordination between classroom and library. He should have department head status in the college. The librarian should plan the internal structure of the library's organization with clear-cut job descriptions for each staff member. The library staff should be appointed on the recommendation of the librarian and should be directly responsible to him. Frequent consultation with staff members on policies and procedures will promote a friendly atmosphere and strengthen staff morale.

An advisory faculty library committee should be appointed by the president or elected by the faculty. It should include representatives of the various college departments and consist of both senior and junior faculty members, chosen for their demonstrated library interest beyond departmental concerns. The librarian may serve as secretary, though it is advisable that he not be chairman since the committee advises the librarian on the formulation of library policy and acts as a liason between the faculty as a whole and the library. It should not concern itself with library administration details. In many Iranian institutions an advisory student library committee will be helpful, also. It presents suggestions on student body and library relationships and may be useful as a sounding board for new ideas. Or the faculty and student committees may be combined.

Each academic institution should take full responsibility for complete library service to its own students, faculty, and staff. Iranian public and university libraries nearby can be useful to supplement facilities, but they cannot replace them.

When establishing a new institution, the library is one of several departments which must be started at least a year before students begin course work. This will allow time to order supplies and equipment, to select, order, catalog, prepare and shelve books and other materials and to have them ready for use on the first day of classes. The librarian must be hired and reading room and office quarters assigned at least one year in advance. Not only will the librarian be needed early but several of his assistants, particularly in processing, must be appointed early, also, before most of the faculty members are hired. The library should be one of the first buildings to be constructed on a new Iranian campus. The Tehran Book Processing Centre (Tebroc) can be helpful in selecting and processing a beginning collection of material.

The library has a public relations role to play in interpreting its services to students, faculty and administration. Good public relations are very important in stimulating library use. Such activities as releasing annual reports, publishing handbooks, lecturing on library facilities, describing the library in the university catalog, and using newspaper, radio, TV, bulletin boards, posters, booklists, book bulletins, displays, orientation courses, and tours are helpful.

The library must keep such statistical records as may be necessary to give a clear picture of its activities. Reports should be made by day and month to communicate the library's activities to its own staff and related groups as well. Such reports should include salaries and wages, expenditures for books, periodicals, binding, supplies, equipment, remodeling and other items. The circulation of material on the campus and for interlibrary loan should be covered as well as the reference questions answered. The total number of staff members and books should be included, also.

The annual report should use these statistics to evaluate the year's work, describe accomplishments and goals reached, as well as weaknesses remaining in the library's program. Such an evaluation should estimate library needs, identify strengths and deficiencies, and state the goals to be achieved in a given period of time.

4. Budget

Inevitably, the budget size determines the scope and effectiveness of the Iranian Junior College library program. The library's holdings, the type of college served, the size of faculty and student body, the variety of subject fields covered, and the extent to which textbook teaching is still practiced, as opposed to the use of supplementary readings, are factors influencing budget needs.

The factor which most affects the budget is student enrollment change. Not only does it affect the total budget, but it affects the materials budget strongly. The college administration should remember that library budget changes must anticipate enrollment changes by several years to give time to select, acquire, organize and service the added material.

The library budget should be determined in relation to the total institutional budget for educational and general purposes, but the library allocation should be based upon a program of optimum service in support of college goals. As outlined in these standards the execution of the library program normally requires at least 5% of the total educational and general budget. Educational and general means operating expenditures

for administration, instruction, research, extension services, plant operation and maintenance, and organized activities related to instructional departments. This percentage is for a well established library with a good collection of materials. With a rapid increase in enrollment, course offerings, or audio-visual programing, it should be augmented. The library budget for a newly organized college should be considerably higher than normal during the period when it is acquiring a basic collection.

A per student expenditure figure provides another comparison of support. Junior college libraries should average an annual expenditure of 400 tomns per full-time student including 200 tomans per student for materials. Normally the library budget should be allocated as follows: Staff, at least 50%, materials 45%, general expenses 5%,

Library budget proposal preparation is the responsibility of the librarian. Advice from the library committee may be sought in estimating the materials budget. Once the budget is allocated, expenditures should be controlled by the librarian who should be free to set specifications and chose supplies within the government regulations for tenders and contracts. All institutional book orders should go through books serials, maps, pamphlets and other library materials should be under library control. College funds can be used more wisely and efficiently with this arrangement. Also, for the same reason, all personnel employed in the library and their salaries should be part of the librarian's budget.

5. Personnel

The library should have a broadly educated and well qualified staff. It must perform a great variety of important services and be responsible for effective library operation and collection interpretation. The librarian should have full and final control over all library personnel. There should be close liaison with the college personnel officer on matters affecting the staff. In-service training should acquaint staff members with library purposes, functions and procedures.

Staff members must be chosen with care, since they perform such a variety of important educational functions. They should be hired on temporary contracts until the librarian is sure of their success on the job. All staff members should work full-time, and should be hired on the basis of their promise as hard workers, not because they are relatives or friends of staff members or have political influence. Women should receive equal consideration with men for every position.

Professional librarians should have full faculty status, rank and titles, with the same benefits enjoyed by the teaching staff, tenure, sick leave, vacations, retirement plan, and sabbaticals. The salary schedule should be the same as that for teaching faculty. In all cases, professionals are librarians who have graduated from an approved Iranian or foreign library science curriculum leading to an undergraduate Bachelors major or a graduate Masters degree. Librarians should do graduate work in areas contributing to their effectiveness. Also, provision should be made for recognizing exceptional ability through promotion or salary increases.

The librarian is responsible for the development of a major element in the institution's intellectual life. He needs the skill to direct the organization well, but his thinking and planning must be those of a teacher and scholar, not a curator or technician. Professional qualifications alone are not enough; he must earn the respect of his colleagues as an educator. He must be able to relate the library properly to the curriculum and ensure good communication in both directions. The librarian should be a person in whom staff members, faculty and administration will have confidence. If possible, he should have had some opportunity to observe excellent foreign college libraries, and better yet, to have worked in them.

The library should have an adequate nonprofessional staff. Subprofessionals who have bachelors degrees in another subject field will be needed as well as capable bilingual typists and reliable clerks. Student assistants may be employed in a variety of clerical and subprofessional tasks, also. Maintenance personnel will complete the staff. Typical non-professional duties require bookkeeping, typing, searching, secretarial work, filing, janitorial work or cleaning.

Staff size will vary with institution and faculty size, type of library organization, service required, size, character and growth rate of the collection, the teaching methods used, types of curricula and building arrangement. Table I summarizes minimum staff size recommendations.

The ratio between the various levels of full-time staff members should be approximately the following:

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|---|---|
| Professionals | 1 |
| Subprofessionals | 3 |
| Typists | 3 |
| Clerks and janitors | 2 |
| Student Assistants (part-time, including typists) | 2 |
| | 11 |

Table II shows a suggested Iranian janitor college library organization chart. It should confirm the fact that professionals, subprofessionals, typists, clerks and students are useful to the library in that order. The first library staff member hired should be a professional. Few Iranian libraries have as many capable subprofessionals and bilingual typists as they need, and many are still searching for qualified professionals.

6. The Collection

The library collection of books, periodicals, pamphlets, micro-publications, and audio-visual materials should be selected and organized to strengthen the teaching program. Also, it should assist the scholarly growth of faculty members. Holdings should include a generous amount of carefully chosen material presenting a variety of topics, timely and enduring, in the major fields of knowledge. The collection should include many high caliber works which will arouse intellectual curiosity, counteract parochialism, and help to develop critical thinking. Also, liberal provision should be made for stimulating recreational reading. The collection should challenge all parts of the student body and assist in their intellectual growth.

The basic collection should contain essential reference material of all kinds, monographs and textbooks in all subject fields covered by the college and serial subscriptions in sufficient numbers to provide current examples of modern thought in all fields relevant to the curriculum.

Useful selection and acquisitions tools include:

1. The Iranian bibliography published by the Tehran Book Society and the monthly bibliography of the National Library, Tehran.
2. The bibliographies published by the Iranian Documentation Centre, Tehran
3. Entoghade Ketab for book reviews.
4. Rahnema Ketab, for Iranian books.
5. Ayandegan Newspaper
6. Nameye Daneshkadeh Pezeshki
7. Choice (American Library Association) in selecting American books.
8. Books in Print, Bowker, USA
9. British Council, British Book News.
10. British National Bibliography
11. La Librarie Francaise, Paris, La Cercle de la Librarie.

The reference collection must be up to date, and broad in coverage of both Iranian and foreign material. It should contain standard reference works in all major fields of knowledge and include a selection of outstanding subject bibliographies. Periodicals, newspapers, and continuations constitute an invaluable source of reference material on many subjects. They should be selected by the librarian with the assistance of the faculty. Periodical selection should be made from standard acceptable lists and should include several indexing and abstracting journals in the fields covered by the college, as well as the serials indexed and abstracted in these journals. The periodical subscription list should include titles of lasting reference value as well as journals helpful to the faculty or appealing to Iranian students. Well respected Iranian and foreign periodical titles should be received according to the standards shown in Table I. All periodicals of permanent significance — probably a majority of titles — should be bound or made available in microform for reference use.

Newspaper reading is increasingly important in an era of world-wide political and social changes. Subscriptions should provide ample news coverage at the Iranian national and local levels. Permanent availability of the files of at least one major Iranian newspaper is desirable. Various foreign political viewpoints should be presented, also, and the library should provide all sides of controversial world issues. To some extent the selection of new periodical and newspaper titles may be taken from standard lists, e. g., Soltani, P., Directory of Iranian Periodicals, Tehran, Irandoc; Aboozia, P., Directory of Iranian Newspapers, Tehran, Irandoc; International Periodicals Directory, New York, Oxbridge; Ulrich, C., International Periodicals Directory, N. Y., Bowker.

Audio-visual material can play an important role in the learning process by supplementing books and serials. They should be ordered, housed, and administered by the library. Films, filmstrips, slides, tapes, recordings in music, drama speech and languages are included. A judicious selection of Iranian and foreign government documents and pamphlets should be made, also. Quality paper backs, photo-copies, micro-texts, and microfilms should be imaginatively utilized. College archival materials should be collected and preserved, also. Manuscripts and rare books are seldom useful in junior college libraries so should not be collected. The strength of the collection must not be impaired by excessive numbers of duplicates and textbooks, yet certain courses will depend heavily on library reserve books for outside reading.

In teacher's training colleges, students should be provided with the opportunity to become familiar with the audio-visual materials, childrens and young adults books, textbooks and other curricular material eventually helpful in their teaching careers.

The following considerations will determine the library collection size: curriculum breadth, instructional methods, number of students, faculty demands,

the availability of other appropriate Iranian library resources, and whether the student body is dormitory residential or commuting. Holdings should be increased as enrollment grows and the complexity and depth of course offerings expand. Libraries with strong financial support, a vigorous faculty, and talented leadership will forge ahead of any Iranian minimum standards. See Table I for book stock standards.

While the librarian should have full authority to spend the material budget as he thinks best, a substantial portion of the book budget may be divided among subject fields, basing all allotments on information from the teaching departments. Funds uncommitted in the departmental allotments four months before the end of the fiscal year should revert to the general book fund. Departmental distribution should be based on the

1. Availability of books in the field
2. Relative book cost in the field
3. Size and quality of the present library collection in the field
4. Number of courses given in the department
5. Teaching methods, lecture-textbook vs. reading oriented
6. Number of faculty members in the department
7. Number of students in the department

A substantial portion of the book budget beyond fixed serial and reference costs, at least 30%, should be reserved for direct library staff purchase of

1. Reference books
2. Replacement copies
3. Duplicate copies for reserve
4. Recreational books
5. Filling collection gaps
6. Publications classified in no college department
7. Works which cross subject lines
8. Anticipation of future book needs
9. Special projects requiring book support

The collection must not be restricted to curricula subjects nor to Persian language publications. In fact, foreign language publications will make up the majority of materials in certain curricular fields. Gifts

should be accepted only when they increase library collection strength and carry no unreasonable restrictions. Annually, library materials should be weeded and sent to the Iranian Duplicate Exchange Union or else stored in boxes. Weeding should be undertaken in consultation with the faculty.

The appropriateness of the collection for the instructional and research programs of students and faculty, its adequacy to stimulate in breadth, depth, and variety, and its accessibility are vital. Library holdings should be checked frequently against standard bibliographies, both general and subject, Persian and foreign, as a reliable measure of their quality. A high percentage of listed titles relevant to the junior college program should be included. No lapses can be permitted in support because of the gaps they will make in serial and book holdings. Attempts at book selection censorship must be resisted.

7. Processing

Material should be purchased from local and foreign jobbers, dealers and publishers. Their service should be prompt, honest, and accurate. While they should follow the library's order instructions carefully, frequent correspondence will be necessary to clarify orders and reports.

Iranian junior college library processing should be done rapidly. Material received should stay in the acquisitions section no more than one week before being passed on the catalog section. The annual work output of each acquisitions employee should equal at least 2500 book and serial titles ordered and received. In other words, a full-time acquisitions staff of three people should be able to order and receive 7500 titles each year.

Central acquisitions and cataloging should be required for the campus. On every title ordered, the library should provide full information for the dealer. Orders should be placed by ship mail from Africa, Asia and America or by truck from Europe. All order correspondence should travel by air mail. Unintentional duplication should be minimized, 1% of the title received being an acceptable margin of error. All book and bound serial volumes added to Iranian government libraries should first be entered in an accession book. Serials should be checked into a visible kardex type file which will facilitate proper record-keeping and claiming.

Printed catalog cards may be ordered from the Library of Congress for American, British Museum for British, and the Tehran Book Processing Centre for both foreign and Persian titles. All sources are quite inexpensive. Under normal circumstances volumes should be cataloged within one month of being received, never longer than three months. Cards should be filed in catalogs at the same time as volumes are sent to the shelves.

The following cataloging tools should be used:

a. Anglo-American Cataloging Rules, 1967, American Library Association, Chicago, in the University of Tehran Central Library translation. Separate Persian adaptations by Tebroc are available, also.

b. Library of Congress Subject Heading List, plus the Persian subject headings developed by the Tehran Book Processing Centre.

c. Library of Congress Classification Schedules with as few modifications as possible, except those for Iranian history, religion and literature developed by the Tehran Book Processing Centre. Or, the Dewey Decimal Classification (Forest Press, Albany, N.Y.) may be used.

d. ALA Rules for Filing Catalog Cards, plus those developed by the Tehran Book Processing Centre for Persian cards.

e. Cutter Sanborn Author Number Tables plus the Persian author number tables developed by Amir Nikbakht and the Tehran Book Processing Centre.

f. Printed National Union Catalog which is available at the Tehran Book Processing Centre.

The following card catalogs should be maintained

a. A public (main or union) dictionary catalog near the circulation desk. Alternately, consideration should be given to use of a classified public catalog which will locate cards for all titles in one numerical sequence, or to a divided catalog in which authors and titles are filed in one catalog and subjects in another.

b. A union shelf list in the catalog department

c. Authority files: subject, name, series, in the catalog department.

8. Public Service

Most Iranian junior college libraries should be open at least twelve hours per day. Longer hours will be justified in busy libraries. A library assistant should be available to assist readers in using the catalog and locating materials. All junior college books should be housed on open shelves and available to every student and faculty member every hour the library is open. In order to make maximum use of the collection, every campus book should be included in the union catalog in the central library.

In circulation work the staff supervises and records library material use. Public photocopy service may be included in these activities. No fee should be charged the student for becoming a library user, but fines may be charged for overdue books. Books should be reserved for heavy use in multiple copies when requested by the course instructor. The library should maintain a file of the correct and up-to-date names and addresses of all borrowers, students, faculty, and others. For every piece of material loaned, the loan system should supply the location and the date due. Quick access to information is as important as charging and discharging speed.

In reference work, the library staff assists readers in using the card catalog, in locating material to answer specific questions and to provide background reading for term papers and research. Reference service consists of

a) Instruction. Formal group library use instruction should be available to all readers.

b) Guidance. Students and faculty should be guided individually to resources in their own and other libraries and assisted in using them.

c) Assistance Policy. Users should be guided in using the library rather than either being ignored or the needed information found for them. They should be taught how to use the library successfully and independently.

The library staff should take an active part in the institutional instructional program. Formal instruction should be provided in library use, possibly in collaboration with academic departments. Also, staff participation will include informal individual instruction in library use, advice on bibliographic matters, committee work and the preparation of reading lists and special reports on facilities or service. Staff members with appropriate backgrounds may teach in subject areas, also.

Many Iranian colleges receive substantial support from the government and should be prepared to cooperate with public, school, special, and college libraries and their users within the ostan and elsewhere. Responsible local persons and community organizations should be given reference, photocopy, reading room and circulation service, even though they have no formal college affiliation.

The Iranian junior college librarian's primary concern should be to provide the best possible service to his students and faculty. In order to do so, he should cooperate closely with other institutions in Iran to make all library resources available through interlibrary loan. Such cooperation should enrich the material available locally and save money, also. In addition, he should cooperate with other libraries in material purchasing to avoid unnecessary duplication. Within certain ostans, in the future, it may be possible to develop cooperative arrangements with other libraries to avoid unnecessary duplication of materials. An interlibrary loan network serving all Iranian libraries is conducted by the Iranian Documentation Centre, and all academic libraries should participate in it.

The librarian should work closely with faculty members planning new courses and trying new educational ideas. The effectiveness of library use instruction will be reflected in the extent and character of student use. It is particularly important to keep faculty members and students regularly informed of new acquisitions, also.

Student use -- the ultimate test of library effectiveness -- is the result of many forces including habit, convenience, the availability and attractiveness of quarters, staff personalities, and the way librarians and instructors work together, but chiefly of the faculty's teaching methods. If the Iranian junior college library is not serving as fully as it might, probably lecture-textbook or other unimaginative teaching is still being used. A stimulating instructor creates an inquiring student who develops resourcefulness because he wants more than routine methods will give him. Thus, good teaching and good librarianship unite to produce skilled, self-reliant, habitual library users. Independent and honors work provide an especially favorable climate for it.

Each library should circulate a minimum of one book per student per month while classes are in session. Half of this circulation may be reserve and half general material. Superior teaching, book resources, physical quarters, and students will encourage reading much above this figure. In another decade, this figure should double and the ratio of general to reserve circulation should increase.

9. Building

Careful planning of new library quarters should be carried out by knowledgeable people. The first step is a thorough study of the institution's purposes and campus development plans, then a program of space requirements, principles of operation, and service should be written. The quarters should be completely functional and modern principles of operation and maximum space utility used. The library should be economical to operate, not wasteful of space or built to impress with appearance alone.

Each stage in planning new library quarters should be initiated and controlled by the librarian. He should lead discussions with junior college administration, architects, library staff, and consultants. In order to plan a separate building properly, it is necessary to study the matter thoroughly over a period of time. There is considerable English language literature on this subject. Also, through the Institute for Research and Planning in Science and Education, architectural advice may be obtained and through the Tehran Book Processing Centre a library architecture consultant may be found.

Since it will guide all quarters planning, the written program is of vital importance. Space needs should be expressed in floor plans accompanying the written program. The program should provide a statement of space requirements and principles of operation and service based on the following factors:

1. Projected student enrollment and teaching staff influences reader space.
2. Projected book stock size and growth rate influence book stack space.
3. Projected library staff size influences space for service functions and staff welfare.
4. Types of service to be provided.
5. Open shelf access with stacks interspersed with reader space.
6. Junior college educational program, e.g. an increase in departments served increases the need for a large book stock and a larger number of seats.
7. Proposed site, e.g. degree of dispersal of student living accomodations will affect percentage of students to be seated.

Also, building or quarters size should depend on the type of

institution served, the instructional methods employed, and the availability of other campus study facilities. Any new library should be so located that future expansion is possible. In general, new quarters should provide for library expansion over the same period with which the Iranian institution is concerned in overall campus planning, usually about twenty years. Most Iranian libraries tend to underestimate the shelving space needed for the future; the useable shelf capacity is about 60% full. At least 25% of the student body, equated to full-time, should be seated. Colleges anticipating a marked increase in enrollment in the near future will need to build more generous seating.

The Iranian junior college library, whether in a separate building or not, should be centrally located. It must be so housed as to provide adequate space for the book collection and a sufficient number of seats for readers adjacent to them. Space must be provided for all library services, circulation and reference areas, reading rooms, exhibit space, order and catalog sections, and the librarian's office. Special housing facilities must be provided for materials such as current periodicals, maps, pictures, art books, films, records, tapes, archives, and microprint. A minimum of staff supervision should be required. Traffic through the library should follow well defined aisles which do not cross reading areas. Processing quarters should be planned for efficient work flow.

The entire library area should invite use through open stacks, attractive and convenient layout, and the library atmosphere should be conductive to intellectual effort. Library operation should determine the interior layout, exterior features and dimensions. The quarters should be adaptable, including an absence of interior weight-

bearing walls, so areas may be rearranged with minimum alteration. Much of the library's effectiveness depends on proper provisions for heat, light, and air, sound-conditioning, air-conditioning, lighting, and decoration, creating a cheerful and comfortable atmosphere.

Planning should include several versions of the physical layout of each room. All of the pieces of furniture and equipment should be listed room by room. Furniture should be sturdy, comfortable and attractive. A variety of seating types should be available including tables, carrels, individual desks, and comfortable lounge chairs away from tables. New shelving and furniture should be purchased to follow the specifications developed by the Tehran Book Processing Centre in cooperation with local carpenters.

The following generally accepted space ratios should be used:

a. 2.5 square meters per seated reader
b. 12.5 square meters per staff member
c. 100 volumes per square meter for shelving
d. 750 kilograms per square meter of maximum floor load
e. In addition to space needs for library functions, 40% should be added for washrooms, stairs, halls, ducts, heating equipment, etc., to arrive at the gross square meters needed.

10. Evaluation

Because so many intangibles are involved, determining library service quality is very difficult. But the inherent difficulties in no way minimize the importance of attempting to discover the extent to which an Iranian junior college library is serving its clientele successfully. Circulation statistics constitute one major information source useful in evaluating service, although in an open shelf library these records give only a partial picture of use. However, if per capita two week student book circulation indicates an upward trend over several years, service must be improving. Other useful types of information are attendance figures, materials actually being read in the library at given times, reference questions answered and book requests filled,

the number of nature of interlibrary loans. Another approach to service evaluation is joint faculty-library staff evaluation which should strengthen the ties between classroom and library. Occasionally, it may be desirable to engage an outside consultant to conduct a survey; the Tehran Book Processing Centre Planning Department can make such arrangements.

Each Iranian academic library should be evaluated as part of a general Institute of Research and Planning in Science and Education institutional evaluation. An evaluation team should be appointed to visit the library and examine it in person, probably at the same time that the general Institute team visits the campus. Previous to the visit, the team should request the library staff to complete a questionnaire providing detailed information on recent activities. The team visit should allow a follow up on questionnaire results. Below is a sample junior college library questionnaire.

To the Librarian:

The following questionnaire must be completed candidly, completely, and objectively. It should cover all libraries supported by the junior college. Its answers will be supplemented by an evaluation team visit during which the questionnaire can be discussed and further information obtained by observation and discussion. When returning the questionnaire, please add a separate copy of the college catalog plus copies of all other college publications in the past two years for each of the three team members. The visiting team will examine the records used to complete the questionnaire. Any answers which are not completely honest and accurate will result in failure to pass the accreditation program.

A. Quarters

1. Give the library bound volume and staff total
2. Total square meters of library space available?
3. What is the total seating capacity for readers? Por staff?
4. Total shelf capacity? Capacity of processing room shelving?
5. Are the library quarters centrally located on the campus? Explain.

6. Is the library furniture comfortable and attractive? Explain.

7. Is the library comfortably heated in winter and cooled in summer? Explain.

8. Are the library noise and humidity properly controlled? How?

9. Describe natural and artificial lighting, its control and adequacy.

10. Is the library convenient, quiet, and inviting for students and faculty to use?

11. What evidence exists of student opinion on the convenience and attractiveness of the library? What improvements would they like to see?

12. Describe any plans for new library quarters.

B. Administration

1. Have the college trustees considered and formally approved the library's objectives and basic acquisition policy?

2. Who participates in determining the library's objectives, basic acquisitions policy, and budget?

3. Draw the library's staff organization chart. It should show all library supervisory and advisory relationships.

4. Is there a faculty library committee? Describe its composition and enclose photocopies of the minutes of its meetings for the past two years.

5. Describe the student library committee, its composition, and enclose photocopies of its minutes for the past two years.

6. List the college faculty and administrative groups of which each staff member is a member.

7. About how often are conferences held on administrative and curricular problems between the librarian and the president?

8. Are communications good between faculty members and the librarian? Explain.

9. Enclose copies of the library's annual report for each of the past three years.

10. Describe the library public relations program.

11. List the name, education, experience, faculty rank, title, and salary of each part-time and full-time staff member.

12. List all library conferences, workshops, or formal courses in Iran and abroad in which staff members have participated in the past two years.

13. For each of the past two years, show total library expenditures for

    a. Personnel (divide between professional, nonprofessional, and student)
    b. Books
    c. Continuations
    d. Periodicals
    e. Binding
    f. Audio-visuals
    g. Equipment and furniture
    h. Supplies

14. Should the library budget be increased, and if so, how much and for what purpose?

15. Enclose copies of all administrative control, acquisitions and cataloging forms and cards used, such as the following:

    a. Daily circulation statistics record

    b. Reference statistics record

    c. Book acquisitions and cataloging statistics

    d. Budget statement of expenditures

    e. Reading room use record

    f. Inter-library loans

    g. Photocopies made

    h. Order cards

    i. Charge cards

    j. Sheaf list cards

16. Are the library's records well designed for analysing and improving service? Explain.

17. Is an up-to-date library policy and procedure manual available?

18. Explain the basic acquisitions (not selection) policies now in effect.

19. Explain the basic cataloging policies in effect.

20. List several book and serial selection tools used regularly.

21. List several acquisitions tools used regularly.

22. List several cataloging tools used regularly.

23. Explain how preparation for the shelves is done.

C. The Collection

1. Number of volumes cataloged and fully prepared for use?

2. Number of volumes added and weeded out during each of the past three years?

3. Number of serials currently received, by Dewey Decimal or Library of Congress subject divisions?

4. What are library objectives and policies regarding

a. The nature of the basic book collection?

b. Selection of current publications?

c. Selection of older materials?

d. Selection of periodicals?

e. Selection of continuations?

f. Selection of special collections and manuscripts?

g. Selection of audio-visual materials?

h. Selection of foreign materials?

i. Selection of Iranian materials?

5. What is the library's book selection policy in such areas as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies, fiction, the acceptance of gifts, etc.?

6. When and by whom were these policies developed and adopted?

7. The collection should be checked against two organized bibliographies, one in Persian and one in English or French. The evaluation team will specify the bibliographies to be used.

8. What percent of the collection is on open shelves?

9. Is the librarian closely in touch with curriculum development and faculty planning, so he can anticipate instructional and research material needs? Explain.
10. What is being done to fill in gaps in the basic collection?
11. How active is each department in recommending books for purchase? List those most and least active.
12. In your opinion, is the library collection sufficiently broad, varied, and up-to-date to support every part of the instructional program well? Explain. In what areas it is strongest? Weakest?
13. Is the collection in each subject area extensive, attractive, and accessible enough to tempt students to read beyond their assignments?
14. Is the periodical list comprehensive, well balanced, and intellectually stimulating? Give examples.
15. What percent of the titles covered in the Irandoc Abstract Bulletin in Science and Social Science are current subscriptions?
16. What provision should the library make for recreational reading? What provision is it making?
17. Are obsolete books continuously being pulled out and discarded, with faculty help, to keep the collection solid and current? List several titles recently weeded.
18. Are interlibrary loans and the resources of nearby Iranian collections being used advantageously, yet not as a substitute for this library's proper development? How?

D. Service

1. Total junior college enrollment in full-time equivalent?
2. Circulation figures for the past two years broken down by the week, reserve, faculty, and student?
3. List the library's hours of opening for each day of the week during both winter and summer?

4. Number of hours per day during which a professional librarian is available?

5. Is the library open at the times when students and faculty can conveniently use it? Explain.

6. How much do the librarians, the faculty library committee, and the faculty know about the way and the extent to which the library is being used?

7. What parts of the collection are being used most effectively? Least effectively? Can any relation be traced to the type of teaching? What?

8. How many classes and instructors have visited the library together to study material in the past two years?

9. Number of reference questions answered in each of the past two years?

10. Number of bibliographies prepared for students and faculty in each of the past two years? List sample bibliography titles.

11. Number of inter-library loans sent and obtained in each of the past two years and from what source?

12. Which faculty members have been assisted in research work? Explain.

13. Has assistance been given to faculty members in developing courses? Describe several examples.

14. Is the staff providing the instructional, reference, and bibliographic service which the student and faculty need in order to take full advantage of the library's resources? Demonstrate.

11. Sources of Supplementary Information

a. Bibliography

American Library Association. Guidelines for College Libraries, Chicago, Draft, November, 1970.

American Library Association. ACRL Committee on Standards. Standards for College Libraries. Chicago, 1959.

American Library Association. ACRL Committee on Standards. Standards for Junior College Libraries. Chicago, 1960.

Association of Teachers in Colleges and Departments of Education and The Library Association. College of Education Libraries; Recommended Standards for Their Development. London, ATCDE and the Library Association, 1967.

Canadian Association of College and University Libraries. Guide to Canadian University Library Standards. Ottawa, 1967.

Deale, Vail, "Trends in College Librarianship", Library Trends XVIII (July, 1969), entire issue.

Dean, John, Standards of Practice for West Asian Libraries. Ibadan, Institute of Librarianship, University of Ibadan, 1969.

International Federation of Library Associations. University Libraries Sub-Section. Conference, 1969, Copenhagen. Standards in University Libraries, by K. W. Humphreys.

Lyle, Guy, College Library Administration. New York, H. W. Wilson Company, 1961.

Mansourzadeh, Afsar, Iranian Library Procedure Manual. Tehran, Irandoc, 1971. (in Persian) (in press).

Middle States Association of Colleges and Secondary Schools Commission on Institutions of Higher Education. Evaluating the Library. New York, 1958.

Trinkner, H., "Junior College Libraries", Library Trends XIV (October, 1965), entire issue.

Withers, F. N. Standards for Library Service. Paris, UNESCO, 1970.

b. Library Schools, Associations, Glossaries and Academic Libraries

Iran has three library schools: (1) the University of Tehran Faculty of Education Department of Library Science offering a Masters degree and an undergraduate minor; (2) The University of Tabriz Teachers Training College offering a Bachelors degree; and (3) Iranzamin, the International School, Tehran, offering a junior college diploma.

The Iranian Library Association, P.O. Box 11-1391, Tehran, and the Association of College and Research Libraries, 50 E. Huron Street, Chicago, Illinois 60611, USA can provide helpful information. This document's library vocabulary is defined in Persian in the University of Tehran Central Library English-Persian Glossary of Library Terms, Tehran, Iranian Documentation Centre, 1970.

The following are examples of superior Iranian academic libraries which will repay a visit:

a. University of Tehran Centre of International Affairs Library.

b. Pahlavi University Faculty of Medicine Library, Shiraz.

c. Pahlavi University Faculty of Engineering Library, Shiraz.

d. Pahlavi University Faculty of Arts and Sciences Library, Shiraz.

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TABLE I

Minimum Junior College Library Book Stock and Staffing Standards

| | |
|---|---|
| Materials Collection | 5000 volumes |
| Annual Book Acquisition Rate in Useful Volumes per Fulltime Student | 1 |
| Current and Appropriate Serial Titles Received per 1000 Full-time Students | 150 |
| Total Staff Members per 1000 Students | 6 |
| Staff % Professional | 2/3 |

TABLE II

Iranian Junior College Library Organization Chart